

# Unit Planning Guide: Grade   1   Unit   1   of   6

Unit Title: We are a community of readers, writers, speakers and listeners	Pacing (Duration of Unit): 5 weeks
Grade: 1	Buffer Day(s): 1 week

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

- **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.1.1a** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.1.1b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.1.1a** Print all upper and lowercase letters
- **L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

### WIDA Standards (ELL)

**WIDA for English Language Learners**  
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

<ul style="list-style-type: none"> <li>• L.1.5a Sort words into categories to gain a sense of the concept the categories represent (with support and guidance).</li> <li>• RL.1.1 Ask and answer questions about key details in a text.</li> <li>• <b>RL.1.3 Describe characters, setting and major events in a story using key details.</b></li> <li>• RL.1.7 Use illustrations and details in a story to describe its characters, setting or events.</li> </ul> <ul style="list-style-type: none"> <li>• RI.1.1 Ask and answer questions about key details in a text.</li> <li>• RI.1.7 Use the il/lustrations and details in a text to describe its key ideas.</li> </ul> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2d Segment spoken single-syllabe words into their complete sequence of individual sounds (phonemes).</p> <p><b>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p><b>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</b></p> <p><b>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>RF.1.4a Read grade-level text with purpose and understanding.</b></p> <p><b>RF.1.4c Use context to confirm or self-correct word recognition and understanding rereading as necessary.</b></p>	

#### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

<p><b>Big Ideas:</b> (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> <li>• Communities support and help each other as they learn.</li> <li>• Engagement in meaningful discourse helps us to create meaning for ourselves and others.</li> <li>• Identification and use of story elements is key to gaining meaning from text.</li> <li>• Key details support main ideas and can be found in text and illustrations.</li> </ul>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> <li>• How can we communicate so that we can be understood by others in our community?</li> <li>• How do the parts of a story help us to understand what we read?</li> <li>• How can I tell a story and support it with important details and time transitions.</li> <li>• What strategies do independent readers, writers, listeners and speakers use to understand language and learn content.</li> </ul>
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#### Acquisition (\*Mostly assessed through traditional summative assessments)

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know that...*

- key details support main ideas
- story elements include
  - characters
  - setting
  - events
- discussion has rules such as:
  - respect
  - turn-taking
  - listening
  - response

**Key Academic Vocabulary**

Details	Discussion
story elements	Respect
characters	Turn taking
setting	Listening/Responding
events (problem, solution	

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- **identifying** story elements including character, setting, and events.(knowledge, comprehension)
- **using** key details to support the main idea or retelling.(comprehension)
- **using** agreed upon discussion rules including turn and talking and listening.(application)
- **responding** respectfully during classroom discussion.(application)
- **demonstrating** in writing a knowledge of story elements and the details that make readers understand the main idea or theme (application, synthesis)
- **writing** all upper and lower case letters (knowledge)
- **segmenting** single syllable words (application, analysis)
- **sorting** words into categories (comprehension, application)
- **asking** and **answering** questions about a text (knowledge, comprehension, application)